

**Georgia Department of Education
Title I Schoolwide/School Improvement Plan**

SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN TEMPLATE					
School Name: B.E.S.T. Academy High School			District Name:		
Principal Name: Dr. Timothy Jones			School Year: 2013-2014		
School Mailing Address: 1890 Donald L. Hollowell Pkwy., Atlanta, GA 30318					
Telephone: (404) 802-4950					
District Title One Director/Coordinator Name: Marchetta Kimmons					
District Title One Director/Coordinator Mailing Address: 130 Trinity Avenue Atlanta, Georgia 30303					
Email Address: makimmons@atlanta.k12.ga.us					
Telephone: 404-802-2754					
ESEA WAIVER ACCOUNTABILITY STATUS (Check all boxes that apply and provide additional information if requested.)					
Priority School <input type="checkbox"/>			Focus School <input type="checkbox"/>		
Title I Alert School <input type="checkbox"/> .					
Subject Alert	<input type="checkbox"/>	List Subject(s)	Sub-Group Alert	<input type="checkbox"/>	List Subgroup(s)
Graduation Alert	<input type="checkbox"/>	List Subgroup(s)			
Principal's Signature: Dr. Timothy D. Jones				Date: 8/26/13	
Title I Director's Signature:				Date:	
Superintendent's Signature:				Date:	
Revision Date:		Revision Date:		Revision Date:	



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

Schoolwide/School Improvement Plan (SWP/SIP) Template Instructions

Notes:

- Elementary and Secondary Education Act of 1965 (ESEA) Section 1114 (b) (1) requires a Title I schoolwide program plan to contain the ten components listed on this template as well as related measurable goals and strategies for implementation. The asterisk (*) denotes required components as set forth in section 1114 of ESEA.
- While there are eighteen components, all ten required components of a Title I Schoolwide Program Plan (marked in this template with an asterisk) **must** be addressed. Response starters are provided in this template to guide the planning team/committee in the process of completing the schoolwide section of the plan.
- Complete the schoolwide plan (SWP) and school improvement plan (SIP) checklists. All components/elements marked as not met need additional development.
- Please list your planning committee members on the next page along with signatures of participating team members. This team must include stakeholder involvement (parents of Title I students, community representatives, teachers, administrators, etc.).
Note: The planning team must involve parents in the planning process.
See section 1114 (b)(2)(B)(ii) Plan Development which states: The comprehensive plan shall be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.
- Attach the SIP as an addendum to the template. See the Georgia Department of Education [School Improvement Fieldbook](http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf) for guidance and instructions on completing a school improvement plan <http://www.doe.k12.ga.us/School-Improvement/School-Improvement-Services/Documents/School%20Improvement%20Fieldbook%202012-2013.pdf>.



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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Dr. Timothy Jones		Principal/Writer
Mr. Robert Williams		Assistant Principal
Ms. Mona Nelson		Academy Leader
Mr. MacArthur Randolph		Graduation Coach
Dr. Knicki Bowers		Mathematics Teacher
Dr. Sakia T. Franklin-Jones		Science Teacher
Dr. Marc Venzen		Social Studies Teacher
Mrs. LaNett Stanley-Turner		Parent Liaison
Mrs. Lakishia Wimby-Jones		Parent
Mrs. Lashonda Allen		Parent
Mrs. Katherine Cook		Parent
Ms. Monica Daniel		Parent
Ms. Kwanna Stiggers		Parent
Mr. Kevin McBride		Parent
Mr. Marcus Strickland		Student
Mr. Kaleb Anderson		Student
Mr. Lugman Addul-Rahman		Academy Leader
Mr. Ray Singer		100 Black Men of Atlanta
Mr. Bernard Porche		100 Black Men of Atlanta



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SWP Components

- *1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.**

Response:

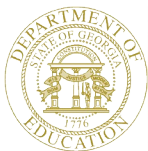
- A. We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved are listed below. Each participant played a vital role in the development of the school wide plan as writers, editors or reviewers.

NAME	POSITION/ROLE
Dr. Timothy Jones	Principal/Writer
Mr. Robert Williams	Assistant Principal
Ms. Mona Nelson	Academy Leader
Mr. MacArthur Randolph	Graduation Coach
Dr. Knicki Bowers	Mathematics Teacher
Dr. Sakia T. Franklin-Jones	Science Teacher
Dr. Marc Venzen	Social Studies Teacher
Mrs. LaNett Stanley-Turner	Parent Liaison
Mrs. Lakishia Wimby-Jones	Parent
Mrs. Lashonda Allen	Parent
Mrs. Katherine Cook	Parent
Ms. Monica Daniel	Parent
Ms. Kwanna Stiggers	Parent
Mr. Kevin McBride	Parent
Mr. Marcus Strickland	Student
Mr. Kaleb Anderson	Student
Mr. Luqman Addul-Rahman	Academy Leader
Mr. Ray Singer	100 Black Men of Atlanta
Mr. Bernard Porche	100 Black Men of Atlanta

- B. We have used the following instruments, procedures, or processes to obtain this information:

The Planning Committee developed a comprehensive needs assessment of the entire school. We utilized the following instruments, procedures, or processes to gather this information. All pertinent data was used to develop our 2013 - 2014 goals. EOCT, district and teacher made assessments, attendance reports, professional development evaluations, state targets/goals and state and district reports.

* Required component of SWP as set forth in section 1114 of ESEA



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A component of the plan is the monitoring process that the leadership team uses to assess implementation of the plan and document student growth on the target goals for school improvement. The school is operated with the focus of maintaining an academically successful environment obtainable by all of its students. This is achieved by the ongoing evaluation and interpretation of student assessments, both formative and summative.

Preparation of each student for post-secondary education is a primary focus in maintaining the Vision and Mission of the B.E.S.T. Academy High School. Test results such as the (End of Course Tests) EOCT and the (Georgia High School Graduation Tests) GHSGT have been reviewed and evaluated to construct various instructional strategies to remediate and accelerate the academic performance of students at the B.E.S.T. Academy High School. An example illustrating this approach is the presentation of the test results to the entire faculty of the school for evaluation and interpretation of the results, analyzing data within core content/Professional Learning Communities (PLC), and discussing solutions for any areas that do not meet the standard requirements.

Outcome/Summative Data		Demographic Data		Process/Formative/Perception Data	
X	School Report Card	X	Enrollment (include ethnicity & gender)		GA DOE GAPSS Review
X	School AYP Report	X	Students with Disabilities		OSI GAPSS Review
	Georgia Criterion Referenced Test	X	Language Proficiency		America's Choice DAT Review
X	Georgia High School Graduation Test	X	Free/Reduced Lunch Rate	X	School Self-Assessment-GAPSS
X	Georgia High School Writing Test		Discipline Data	X	Benchmark Scores
X	Georgia Writing Assessment	X	Attendance	X	Focus Walk Results
X	End of Course Tests	X	Graduation Rate	X	Staff Surveys
	Iowa Tests of Basic Skills	X	Gifted Education	X	Student Surveys
X	SAT, ACT, and AP Exams	X	ESOL	X	Parent/Community Surveys

- C. We have taken into account the needs of migrant children by (or if you have no migratory students...these are the procedures we would follow should those students in attendance.)
Currently, we do not have any migrant students enrolled in need of service.

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If we receive a migrant student, we will contact the district migrant liaison and follow the prescribed procedures.

The excerpt below is from page 6 of the SIP for component 1. I had difficulty modifying the document so copied and pasted section below.

- D. We have reflected on the current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. These reflections include the following assessment results:

Spring 2012-13 EOCT Test Data

9th Grade Literature data reflects:

Does Not Meet – 25%

Meets – 60%

Exceeds – 15%

American Literature data reflects:

Does Not Meet – 15%

Meets – 68%

Exceeds – 18%

Coordinate Algebra data reflects:

Does Not Meet – 86%

Meets – 13%

Exceeds – 1%

Math I data reflects (three students assessed):

Does Not Meet – 67%

Meets – 33%

Exceeds – 0%

Math II data reflects (total adds up to more than 100 due to rounding):

Does Not Meet – 56%

Meets – 43%

Exceeds – 2%

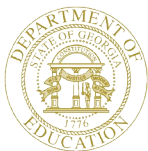
Biology data reflects:

Does Not Meet – 34%

Meets – 49%

Exceeds – 17%

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Physical Science data reflects (one student assessed):

Does Not Meet – 0%

Meets – 0%

Exceeds – 100%

US History data reflects:

Does Not Meet – 65%

Meets – 32%

Exceeds – 3%

Fall 2012 Administration of Writing Test Data

Does Not Meet – 12%

Meets – 85%

Exceeds – 3%

The following academic interventions are also in place to support our students:

After-school tutoring

Small group learning

Embedded Extended Learning Time

Saturday School

Our data shows a need for developing learning plans that address our students' deficiencies. It also indicates that our teachers can help by:

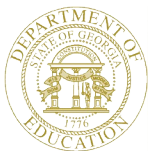
- Frequently monitoring student progress to inform and adjust instruction
- Providing strategies to support learning
- Communicating changes in students' academic performance to parents immediately
- Re-teaching those standards not mastered
- Developing action plans to increase student performance in Levels 2 and 3

Comparing data from the previous school is limited due to the school being comprised of 9th and 10th grade during the 2011 – 2012 school year. For the 2012 – 2013 the student population increased and was comprised of 9th, 10th, and 11th grade.

The percentage of students that met or exceeded decreased in Math 2. 2012 results indicated that 47% of students passed Math 2 vs. 2013 results indicating that 45% of students passed.

The percentage of students that met or exceeded increased in Biology. 2012 results indicated that 51% of students passed Biology vs. 2013 results indicating that 66% of students passed.

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The percentage of students that met or exceeded increased in 9th Grade Literature. 2012 results indicated that 63% of students passed Biology vs. 2013 results indicating that 75% of students passed.

- E. We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including
- i. Economically disadvantaged students
 - ii. Students from major racial and ethnic groups
 - iii. Students with disabilities
 - iv. Students with limited English proficiency

Number of students by ethnicity				
Grade Level	9 th Grade (128)	10 th Grade (58)	11 th Grade (45)	12 th Grade (39)
Black	128	54	45	38
Asian				
White				
Hispanic/ Latino				1
American Indian or Alaska Native		1		
Other (Two or More combined)		3		
Total	128	58	45	39

Percentage of Student Economically Disadvantages - Free/ Reduced

GRADE	ENROLLMENT	FREE	REDUCED	PAY	F/R TOTAL	%
9TH	128	128	0	0	128	100
10TH	58	58	0	0	58	100
11TH	45	45	0	0	45	100
12TH	39	39	0	0	39	100
Total	268	268	0	0	268	100

ESOL
 Gifted
 Limited English
 Proficiency

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Special ED	20	2	5	5
Totals	23	16	10	17

Current Student Enrollment per Subgroup

Male	Number of Students
Ethnicity: Asian	0
Ethnicity: American Indian	1
Ethnicity: Black	263
Ethnicity: Hispanic/Latino	1
Ethnicity: White	0
Multi-Racial	3
Total	268

F. The data has helped us reach conclusions regarding achievement or other related data.
(Be specific. Example: not just reading – indicate fluency, comprehension, etc.)

The major strengths we found in our program were:

9th Grade Literature – 75% of 9th graders passed the EOCT (increase of 12 percentage points)

Biology – 66% passed the EOCT (increase of 15 percentage points)

Additional strengths we found in our program were (1) observation data indicated that common unit plans and assessments were evident, (2) data team meeting minutes revealed consistent collaboration among many core teachers (3) English/Language Arts classes are standards-driven and students are demonstrating proficiency, (4) additional assistance is provided to students who demonstrate weaknesses, and (5) a school wide preparation plan is in place. (6) a 7 period class schedule where students attend each class daily, (7) Embedded Extended Learning Time 30 minutes per day.

For the 2013 – 2014 school year a shift has been made to the schedule, giving teachers additional instructional time (90 minute block) in a 4x8 schedule.

The major needs we discovered were:

We discovered after being open for 2 years were (1) the need to ascertain the proficiency level of students in each subgroup during the second quarter of the first semester, (2) more focus on the types of deficits students have in each area so that the appropriate interventions can be applied, particularly in mathematics, (3) professional development as new courses and assessments are

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added to the testing calendar with the addition of 12th grade, (4) Student, Family, and Community Involvement/Outreach and (5) differentiated instruction in every classroom to ensure students receive specific help with content not mastered.

Needs to be Addressed

The needs we will address are (1) improving student learning by increasing achievement and decreasing failures in core subjects, (2) decreasing chronic absenteeism, and (3) increasing enrollment and performance in higher level courses.

Specific Academic Needs

The specific academic needs of those students that are to be addressed in the school-wide program plan will be (1) reading and writing skills, (2) analyzing and synthesizing new information, (3) evaluating and drawing conclusions, (4) applying prior knowledge to real-life situations (5) utilizing inductive and deductive reasoning to solve problems.

Root Causes

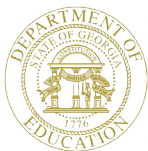
The root causes/s that we discovered for each of the needs were (1) Lack of professional development to improve Math I and II (2) Lack of professional development using data to drive instruction and implementing the process to allow the teachers to identify more precise areas of weakness (3) lack of knowledge of understanding differentiated instruction and appropriate planning, (4) lack of vertical teaming, (5) lack of single gender (male) strategies implementation.

G. The measurable goals/benchmarks we have established to address the needs are . . .

To increase the percent of students in 9th passing the EOCT in 9th Grade Literature & Composition from 55% to 74% by 2014.

To establish a baseline of students meeting or exceeding the state target on the EOCT in American Literature at 80% by 2014.

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To establish a baseline of students in 9th Grade passing EOCT in Coordinate Algebra at 68% by 2014.

To Increase the percent of students passing the EOCT in mathematics from Math II 43% to 64% by 2014.

To increase the percent of students passing the EOCT in Biology from 51% to 75% in 2014.

Decrease the number of students being absent from school from 10 days or more by 4% from 8% to 4% as measured by the 2014 attendance report.

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***2. Schoolwide reform strategies that are scientifically-researched based, directly tied to the comprehensive needs assessment and academic standards.**

Response:

Our school wide reform strategy that defines our learning structure is built on the premise of smaller is better. According to Raywid, M., Schmerler, G., Phillips, S., & Smith, G. (2003), schools-within schools/smaller learning communities, or small schools increases the learning opportunities for students, specifically disadvantaged or “at –risk” students. Therefore, B.E.S.T. Academy HS offers the following Smaller Learning Communities, which enhance and support academic achievement: Business and Entrepreneurship and Engineering Science, and Technology.

In addition, our instructional foundation is based upon the Backwards Design approach (Wiggins and McTigue, 1998) as a means to improve student learning. Teachers are involved in collaboration that determines the desired results of subject(s) being covered, develop assessment procedures and tasks that will show evidence of those desired results, and create curriculum plans that communicate the activities, essential questions, strategies, and resources being used throughout at given instructional cycle. Additionally, before school tutorials and peer tutoring are being offered in all core content areas. Parents have been advised and these opportunities have been advertised.

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.

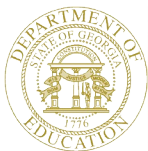
Response:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State’s academic content and student academic achievement standard are:

1. Programs such as credit recovery and after school tutoring.
2. Incorporating technology into instruction
3. Read 180
4. After-school Tutoring
5. SAT and ACT tutoring sessions
6. Graduation Coach that targets at-risk students
7. Parent contacts on student progress and opportunities available for extra help
8. Attendance letters for students with more than five absences
9. Mentoring
10. My Access

As mentioned previously, the school does offer an after-school, before-school, Saturday, and summer academic programs. The master schedule maximizes learning time for students by allowing students to select courses that support the core. Teachers are expected to implement bell-to-bell instruction.

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In addition, each teacher is required to post an Instructional Agenda that provides guidance for the teacher and student and allows an observer to know exactly where the teacher is in the instructional process. The Instructional Blueprint is timed, and it includes an instructional focus, objectives, presentation/lecture opportunities, guided practice, independent practice, review and re-teaching activities, and closure. In summary, teachers should not allow students to be dismissed from class during the first and last 10 minutes of the instructional period to preserve the opening and closing of the lesson. Public announcements should only be made during the changing of classes and during the last 5 minutes of the school day. Furthermore, teachers are encouraged and expected to devise an instructional plan that incorporates flexible grouping within the instructional period to provide compacted instruction for students who are having difficulty with a particular concept.

2(b). Are based upon effective means of raising student achievement.

Response:

Following (or in our appendices) are examples of the scientifically-based research supporting our effective methods and instructional practices or strategies (cite research that supports selected strategies)... The aforementioned strategies have proven to raise student achievement. While, there is no one strategy or program that addresses the needs of every student, teachers receive training in a variety of research-based strategies to select from to assure the success of every student. Not only do our teachers participate in district level professional development, but our teachers also engage in professional learning activities through their department meetings, small learning communities, and school-wide professional learning opportunities that are held bi-weekly and monthly.

Specifically, teachers receive training on standards-based instruction, formative assessments, data-driven instruction, , differentiated instruction, research-based data analysis process, flexible grouping, interdisciplinary planning, collaborative content planning, focused data analysis conversations, and guided practice techniques.

Inclusion: <http://idea.ed.gov/>

Classworks: <http://classworks.com/research/>

Compass Odyssey: <http://www.compasslearning.com/whitepapers/default.aspx>

Direct Instruction: <http://www.nifdi.org/15/research>

Kagan Structures: http://www.kaganonline.com/free_articles/research_and_rationale/

Traits of Writing: <http://educationnorthwest.org/resource/447>

Response to Intervention: <http://idea.ed.gov/>

T.E.X.T Writing:

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2(c). Use effective instructional methods that increase the quality and amount of learning time.

Response:

We will increase the amount and quality of learning time by (before/after school, summer school, Saturday school, block scheduling)... using Title I Funds

- Provide after school tutorials for extra instruction and test practice by sections using Title I Funds
- Provide Saturday school for extra instruction and test practice by sections
 - Start Saturday school at the start of the school year
 - Require mandatory tutoring once a week esp. for failing students
 - Require Child and parent tutoring where possible, esp. for EOCT preparation
 - Require additional teacher training if 50% or more students are failing a class or fail a subject on the EOCT
 - Increase efforts to get more students in gifted program

We will increase the amount and quality of learning time by providing:

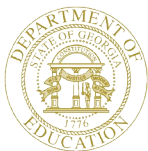
- Before/After school Tutoring
- Summer school
- Learning centers (Reading and Math)
- Peer tutoring
- Use of digital technology
- Saturday school
- EOCT After School Tutorials for extra instruction and test practice
- EOCT Saturday School for extra instruction and test practice
- After School Tutorials for extra instruction and test practice
- Saturday School for extra instruction and test practice
- Additional math support class offered during the school day to assist students in the new CCGPS Coordinate Algebra courses
- Supplemental Programs: Dimension 2000, Plato Learning, Study Island, My Access, PD360, USA Test Prep, and Gradpoint Lab
- Computerized math program provides additional practice and review

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response:

Teachers are encouraged to use a variety of assessments: standardized, multiple choice, student portfolios, product assessments, etc. If these assessments do not mirror the high- stakes assessments, the teachers will be assisted in rewriting their assessments. The instructional coaches and testing coordinator will work along with the designated administrator to ensure assessment results are valid and reliable.

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Common Five-Week Assessments will be administered in all subject areas. The assessment data will be collected, analyzed, and returned to students. Teachers will discern, based on data, if the standards have been met and/or re-teaching and reassessment is necessary. Further, teachers are able to discuss the use of these assessments in the data team presentation forum. Students' growth and evidence of student work are also used to influence future instruction.

Teachers and academy leaders will be responsible for ensuring parents understand the assessment data. These discussions will happen at parent-teacher conferences or via phone. Parents will also be notified through parent-teacher conferences and/or phone calls when students have not met the content standards.

The leadership team and teachers will utilize the State Longitudinal Data System (SLDS), the Georgia Online Assessment System (GOAS), and student reports from USA Test Prep. The SLDS provides educators a comprehensive view of student data including student demographic, achievement, attendance, and discipline. The SLDS allows educators to access their students' previous scores on standardized tests such as: CRCT, EOCT, and GHSGT and provide support to teachers in assessing performance, analyzing trends, and differentiating instruction in order to maximize student achievement. Information gathered from the GOAS, and USA Test Prep will assist teachers and leaders in helping students maximize their learning potential.

- 2(e). Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the state academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring finding for Georgia.

Response:

Currently, there are no educational field trips scheduled to utilize Title 1 funding.

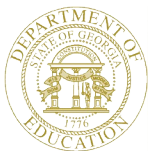
***3. Instruction by highly qualified professional staff.**

Response:

Currently, 100% of our teaching staff roster is highly qualified in the area of which they serve. Any teachers paid with Title I funds will be highly qualified. There are two vacancies in which the school is in the process of interviewing/hiring highly qualified personnel. All teachers who provide direct instruction to students are highly qualified; additionally, paraprofessionals are highly qualified.

Provide instruction with highly qualified teachers who meet the standards established by the state of Georgia. BEST Academy collaborates with the system in recruitment teachers at colleges and universities in order to attract highly qualified teachers.

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***3. Instruction by highly qualified professional staff.**

***3(a). Strategies to attract highly qualified teachers to high-needs schools.**

Response:

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia (use HiQ report and school staff roster and describe how certification deficiencies are being addressed)...

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia. The staff reflects differences in racial and ethnic background, national origin, religion and spirituality, age, and gender. The staff shares a goal of providing sensitive, high quality services to a diverse student and community population.

The Atlanta Board of Education and the Principal are committed to hiring and retaining a staff who represents a wide range of cultural diversity, and that is dedicated to the intentional inclusion of multicultural competence in all areas of their work. Through district hiring fairs, district transfer fairs, and regularly communicating the school successes to the community helps to ensure that we attract highly qualified staff. We are working vigorously to attract, interview, and secure highly qualified teachers for those positions. Student teachers at B.E.S.T. Academy participate in practicum and observation opportunities directed through the Department of Learning Excellence. Student teachers also participate in local professional learning activities.

During the interview process for new hires or through the orientation of student teachers, positive aspects, such as the energetic students, the supportive staff, the school's accomplishments, the numerous resources available, including human resources, and access to a host of extracurricular activities and programs are described to the interviewee.

A print out of all staff certifications is reviewed annually to ensure staff are aware of any deficits or upcoming expiration dates, requiring additional documentation

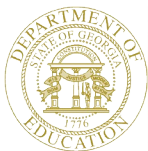
***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

Response:

- A. We will include teachers, principals, paraprofessionals, and, if appropriate, pupil services personnel, parents, and other staff in the following professional development activities. These activities are designed to addresses the root causes of our identified needs. For example . . .

We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs. For example :

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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

A. Goal Focused Implementation Process (Data Analysis) - Within School Keys is a suggested framework to have productive collaborative planning sessions. We will be adopting the framework at our school to support collaborative planning time, especially for the purpose of completing the data analysis cycle.

B. Differentiated Instruction – Lesson plans will be developed by considering each student’s needs both academically and learning style.

C. State Longitudinal Data System & GOAS – Tools will be used to provide student data to teachers along assessments to prescribe individual learning plans.

D. Single Gender Strategies – The instructional coach along with guest presenters will provide teachers with examples and strategies that can be used to improve achievement with boy

E. Mastery Grading – The grading system (infinite campus) will be used to show student growth using Student Learning Objectives.

F. PLATO Learning, USA Test Prep/ Gradpoint Lab / Guest Lab /Virtual School – On-line learning tools will be used for students to access content

Professional learning occurs during content meetings, interdisciplinary meetings, small learning community meetings, on district created professional learning days, and on the 3rd Tuesday of every month teachers are given the opportunity to choose the type of professional learning activities for which they participate (see calendar below):

Professional Learning (PLC) Meetings:

1st Tuesday of each month @ 3:50pm

August 6, 2013	Jan. 7, 2014
September 3, 2013	Feb. 4, 2014
October 1, 2013	March 4, 2014
Nov. 5, 2013	April 1, 2014
December 3, 2013	May 6, 2014

During the last two years, teachers have had a vast amount of opportunities to participate in Understanding the 26 Best Practices, the Developing Quality Assessments, Cornell Note taking, Differentiated Instruction, Infinite Campus grade books and reports, Analyzing Data, Flexible Grouping, Developing Instructional Agendas, Classroom Management, Tracking Student Progress, Working Together as a Team, Professional Learning Communities, Instructional Coaching, Podcasting, Rigor and Relevant Instruction, Backward Design, Compass Learning, GOAS, Standards.org, and Common Core Implementation.

* Required component of SWP as set forth in section 1114 of ESEA



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

All instructional personnel are expected to participate in each professional learning opportunity being provided through their collaborative teams and/or on the 3rd Tuesday of the month professional learning days. District directed, local, out of state, and international professional development opportunities are available for teachers and other instructional personnel to attend off-site, such as Mathematics Coaching, CC Math training, Student Support Team, Essential Lab training, Compass Learning, Carnegie, other content specific trainings, interdisciplinary teaming and unit planning, SLDS, testing procedures. Paraprofessionals provide instruction under the direct supervision of the teacher. They participate in all professional learning training as the teaching staff. Instructional leadership personnel attend training locally and out of state. A high percentage of instructional staff is working on higher degrees.

A. We will align professional development with the State's academic content and student academic achievement standards . . .

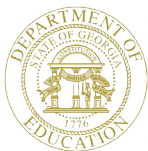
We have aligned professional development with the State's academic content and student academic achievement standards by scheduling in-services that speak specifically to a standards-based classroom. Also, teachers will attend Common Core Trainings and participate in webinars. Vertical Articulation will take place 6-12. The need for these trainings were identified by the professional learning needs assessment survey given to staff at the beginning of the school year, on our performance goals not met the previous year, and the collaborative efforts and discussions held during department and interdisciplinary meetings.

B. We will devote sufficient resources to carry out effective professional development activities that are primarily job embedded and address the root causes of academic problems. For example (money, time, resources, instructional coaches, etc.)...

Teachers participate in numerous professional learning activities throughout the school year. By providing teachers with professional development opportunities and giving them ample time to plan, teachers are well-prepared to effectively enable children in the school to meet performance standards.

We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. In this section of the Title I budget, funds are allocated towards teacher stipends for professional development, substitute teachers for teachers attending PD, materials and supplies for instructional activities, and local and out of town registration for teachers' involved in offsite professional development activities. In addition, funds in the parental section are allocated towards the Title I parent liaison pay (with benefits), materials and supplies, conferences or meetings, and refreshments at meetings.

* Required component of SWP as set forth in section 1114 of ESEA



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***4. Professional development for staff to enable all children in the school to meet the state student academic achievement standards.**

C. We will include teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program. Additional training will be provided in the following areas:

- Classroom Management
- Differentiation
- Gender-Based Strategies
- TKES (All Standards)

Additionally we will create common benchmark assessments, use software to further assess student and class strengths and weaknesses, present data results to a team of colleagues, and then present data results at faculty meetings.

Teachers will participate in numerous professional learning activities throughout the school year. By providing teachers with professional development opportunities and giving them ample time to plan, teachers are well-prepared to effectively enable children in the school to meet or exceed performance standards.

Specific Professional Development:

Atlanta Public Schools has access to a plethora of on-line courses (including ASCD classes). Staff will use My PLC to locate classes related to content below. Focus areas for professional development will include identified in Reading/Language Arts and Math. An Instructional Coach (hired using Title I Funds) and Remedial Education Program teacher have been hired to support effective implementation data-driven instruction, Response to Intervention, standards-based instruction, and other areas identified below.

Reading/Language Arts:

1. The use of protocols, examining student work, appropriate use of assessment
2. The differentiation of instruction in a standards based curriculum
3. Implementing *Best Practices*, incorporating single gender strategies
4. Common Core GPS training and webinars through Metro RESA and district
5. Content Based Units
6. Using Data to Guide Instructional Focus
7. Reading and Writing Across the Curriculum
8. Compass Learning
9. Academic Interventions and Progress Monitoring

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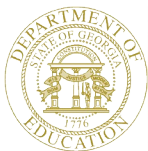
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***4.** Professional development for staff to enable all children in the school to meet the state student academic achievement standards.

Math:

10. Common Core GPS training and webinars through Metro RESA and district
11. Math I/ Math II/Math III and Accelerated Math Training through Metro RESA and State webinars
- 12.** Using Data to Guide Instructional Focus
- 13.** Planning Effective Math Lessons to address Conceptual, Higher Order Thinking and Application, Collaborative Planning, Reviewing Student Work, and Using the Graphic Calculator.
14. Teaching High-Level Math
15. College Board SAT Readiness Workshop
16. Producing Quality Work (HSTW)
17. Differentiation of Instruction for Mathematics
18. Implementing *Best Practices*, incorporating single gender strategies
19. Identifying learning Styles and Multiple Intelligences
20. Cooperative Learning Activities and Interdisciplinary Teaching
21. Academic Interventions and Progress Monitoring

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***5. Strategies to increase parental involvement.**

In completing this section, you should review the parental involvement strategies already defined in your school's parental involvement policy. These could include many of the suggested responses below, although other strategies may still be considered.

Response:

- A. We will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of schoolwide programs and the school parental involvement policy by providing opportunities for parents and the local community to plan, implement, and evaluate school improvement activities; including the construction and the revision of the Title I School-Wide plan. In addressing this component, the school creates strategies that are consistent with the parental involvement requirements of Title I, Part A. The school pays special attention to building parents' capacity for involvement and designs ways in which parents can be brought into the instructional program and contribute to the academic achievement of their children.

The relationship between the school and parents is critical for student success within B.E.S.T. Academy High School. Parents are valuable stakeholders that will bring a wealth of resources to classroom instruction as well as provide the reinforcement and support needed for students to excel in their academic quests. Parents are informed of events/activities using flyers, electronic calling posts, and updated website. Parental involvement will be fostered using four strategies, which include intentional communication, parental support services, student showcase experiences, and school volunteer opportunities.

Parents are encouraged to visit the school regularly and during various times of the day in order to be a part of their child's education. During their visit, they are allowed to have conferences with their child's teacher, counselor, or a member of the administrative team. The Parent Center which is located in room 155 is where all informational resources and materials are housed.

- B. We will update the school parental involvement policy periodically to meet the changing needs of parents and the school and distribute it to the parents of participating children and make the parental involvement plan available to the local community, by...

Parents are encouraged to apply to and monitor homework through the Parent Portal, to schedule parent-teacher conferences each quarter with their child's teachers and counselor and to attend grade level academic informational meetings. They are also encouraged to volunteer in after and before school and Saturday school tutorial sessions to ensure that these opportunities are offered several different times so people on a particular schedule can attend. The parent involvement opportunities and training are designed to build capacity and to assist the parent in helping their child be successful. Again, parents are encouraged to visit the school regularly and are made to feel welcome.

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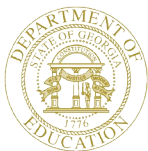
We have developed a parent involvement policy included in our appendices that includes strategies to increase parental involvement (such as family literacy services) describes how the school will provide individual student academic assessment results, including an interpretation of those results makes the comprehensive school-wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters) compacts required – include with policy Parent Involvement checklist included.

Additional parent involvement goals includes:

- Providing that when able, meetings are scheduled at flexible times giving opportunity for parents with different work schedules the opportunity to attend.
- Requiring mandatory parent teacher conferences
- Continuing Parent Lunch & Learns
- Continuing Principal Chats
- Working with teachers to provide some joint student and parent tutorials in subject areas and testing.
- Taking a grassroots approach by the Parent liaison and other interested parents who will make personal phone calls to targeted parents who do not participate in school academic activities and encourage their participation.
- Encouraging positive active inspirational parents to serve as mentors to other students (not just their own).
- Encouraging 100 Black Men and other community partners to partner as a mentor with each senior student then expanding to the entire student body.
- Make sure parents are involved in planning and review.
- Parent survey on school website (reviewed quarterly and shared at PTA/staff meetings).
- Senior Contract Night allows students to sit with counselors individually to review transcript.

C. We will conduct an annual meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parental involvement policy, the schoolwide plan, and the school-parent compact and encourage and invite all parents of participating children to attend by...

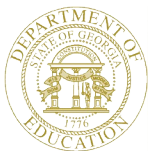
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- D. We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits, as such services relate to parental involvement by...
- E. We will provide parents of participating children with timely information about the Title I program, a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the proficiency levels students are expected to meet, and provide opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child, and respond to any such suggestions as soon as practicably possible, by ...
- F. We will jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards by...
- G. We will provide assistance to parents of participating children, as appropriate, in understanding the state's academic content standards, the state's student academic achievement standards, the state and local academic assessments including alternate assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators, by...
- H. We will provide materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by...
- I. We will provide training to educate the teachers, pupil services personnel, principal, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and the school, by ...
- J. We will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by ...

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- K. We will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by...
- L. We will provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand, by...
- M. Work with teachers to provide some joint student and parent tutorials in subject areas and testing.
- N. Parent liaison and other interested parents will make personal phone calls to targeted parents who do not participate in school activities and encourage their participation.
- O. Encourage positive active inspirational parents to serve as mentors to other students (not just their own).
- P. Encourage 100 Black Men to partner as a mentor with each senior student.

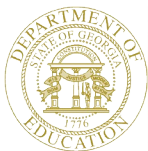
***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

Response:

We have included transition plans for students entering middle school or high school and for students entering from private schools including students entering our school throughout the school year. During the spring semester of the school term, we begin assisting 8th graders in transitioning from middle school to high school at our feeder schools. We start with an 8th grade counselor's breakfast to communicate our ninth program expectations, the ninth grade mission and vision for our ninth grade program, our SLC focus and programs of study, and the plans for our Summer Bridge Institute specifically designed for 9th graders.

Following this initial meeting, we will travel to other the schools to answer questions and address the concerns of students. In addition, two weeks prior to the beginning of the school year,

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freshmen participate in a week long transition program (Jumpstart) in which students are involved in various activities that will make their transition to high school smoother. During transition week, students attend seminars that focus on study habits, time management, becoming involved in extracurricular activities and community service. A survey ranking the students' high school preference along with a questionnaire related to B.E.S.T. High School will be given to group of students (totaling 15) at each middle school. At the conclusion of the middle school tour the survey data will be analyzed to make necessary modifications the following school year.

We are committed to working with middle schools to build foundations for learning. Likewise the continuation of the pilot program, allowing advanced 8th graders (particularly B.E.S.T. Middle School to take high school courses at B.E.S.T. This will enable more students to have access to AP courses.

12th grade students are exposed to college via AP course offerings, college tours, dual enrollment at Atlanta Metropolitan College, counseling sessions, college fairs, and scholarship/college applications. Before students graduate a survey will be given using Survey Monkey assessing the preparation for college provided to students. The data will be analyzed to make necessary adjustments for the following school year.

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- *7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

Response:

The ways that we include teachers in decisions regarding use of academic assessments are . . .

A. The ways that we include teachers in decisions regarding use of academic assessment are:

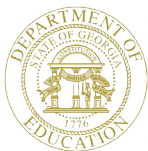
B.E.S.T. Academy High School based its assessment process on the research-based practice of Assessment for Learning. Through the use of intensive professional development on designing assessments, teachers will utilize the 5 key design elements of quality assessments, which are Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement. The administrative team will review the data and modify, when necessary, student assessments developed by individual teachers. Teachers are encouraged to use a variety of assessments: standardized, multiple choice, student portfolios, product assessments, etc. If these assessments do not mirror the high-stakes assessments, the teachers will be assisted in rewriting their assessments. The instructional coaches, testing coordinator will work along with the designated administrator to ensure assessment results are valid and reliable. Continuous professional developments in disaggregating data will also ensure teachers are capable of disaggregating the assessment data (including state assessments) and using that data to drive instruction.

Common Five-Week Assessments will be administered in all subject areas. The assessment data will be collected, analyzed, and returned to students. Teachers will discern, based on data, if the standards have been met and/or re-teaching and reassessment is necessary. Further, teachers are able to discuss the use of these assessments in the data team presentation forum. Students' growth and evidence of student work are also used to influence future instruction.

Teachers and academy leaders will be responsible for ensuring parents understand the assessment data. These discussions will happen at parent-teacher conferences or via phone. Parents will also be notified through phone calls and letters when students have not met the content standards.

The leadership team and teachers will utilize SLDS, GOAS, and student reports from USA Test Prep. The State Longitudinal Data System provides educators a comprehensive view of student data including student demographic, achievement, attendance, and discipline. SLDS allows educators to access their students' previous scores on standardized tests such as: CRCT, EOCT, and GHSGT and provide support to teachers in assessing performance, analyzing trends, and differentiating instruction in order to maximize student achievement. Information gathered from the Georgia Online Assessment System, and USA Test Prep will assist teachers and leaders in helping students maximize their learning potential.

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***8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:**

8(a). Measures to ensure that student's difficulties are identified on a timely basis.

Response:

We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely, and additional assistance. Those activities are (especially for those students who are struggling)

...

Various assessments are teacher administered on an on-going basis in all subject areas to ensure students' progress is monitored. The team meets on a six week rotation to discuss the student's area(s) of growth and needed interventions as identified based on the data at hand. Instructional staff meetings are conducted monthly to provide teachers with strategies and methods that are based on best practices in education that will enhance student achievement. Recognizing and providing additional assistance quickly enables students to meet Georgia's content standards and student performance standards. We are providing additional activities (After school/Before school, Saturday school, Learning lab, Peer tutoring, and Extended Learning Sessions) to ensure that students who experience difficulty mastering the standards shall be provided effective and timely assistance.

Every student is tracked using one of the following assessments: EOCT, CRCT, PSAT, Writing Test Result, Pre/Post assessment or common subject assessments. Through our various assessments, we are able to collect, analyze, and collaborate with teachers on how to best provide strategies conducive to each student's needs. Teachers will then use flexible grouping and other instructional best practices to support the students.

Other measures used are the Remedial Education Program (REP) and the Student Support Team (SST). REP is a program that identifies students based on four criteria and places them in a class with no more than 20 students. It provides early intervention and academic support to struggling students. Teachers use different strategies to address the students' needs and frequently monitor each student's progress. SST is a supportive arm to teachers in the regular education setting. The team consists of the SST coordinator, classroom teachers, and the parent or guardian. This team provides alternative instructional support and strategies to teachers to implement with students that have been identified as needing the extra or special help to excel in classes. An Individual Plan (IP) is developed and monitored on an ongoing basis as determined by the team.

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If the prescribed support systems or strategies do not work, the student is referred by the Student Support Team to the Program Assistant of Special Education for evaluation.

Response: We are providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities are:

Students participate in assessment review of their mastery of the tested standards using the UB Benjamin. The UB Benjamin, derived from R. Stiggins is a student assessment tool that gives the student the chance to analyze their proficiency and set goals to improve their success. SST meetings will be held to monitor student progress and develop possible solutions.

8(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

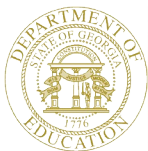
Instructional leaders, coaches, the student support team, and the program for exceptional children team routinely collaborate with teachers to engage in recommendations and suggestions that assist those identifying difficulties and appropriate assistance for these identified difficulties. Additionally, professional learning is embedded in the school day to ensure teachers have time to be trained in the following areas:

- Common Core Implementation & Standards-Based Instruction
- Technology in the Classroom
- Horizontal and Vertical Sequencing
- Gender-Based Instruction
- Differentiated Instruction
- Mathematics Training
- Technology Integration
- Rigor and Relevance
- Data Driven Instruction
- Assessment for Learning
- Parent and Teacher Conferences

8(c). Parent-Teacher conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

In addition to the parent compact form that details what the teacher, parent, student, and school must do in order to ensure success of the student, parent conferences are held each Wednesday from 3:45 pm – 4:45 pm. At the beginning of the parent conference, the teacher is expected to communicate to the parent the child's strengths as they relate to classroom progress. During the parent conference, the teacher is expected to use the current progress and attendance report to

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guide the parent in a discussion about the attendance, and academic progress. In addition, teachers communicate to parents about resources that parents can use at home to assist the student and the school wide tutorial days and times so that parents are aware of the additional time students have to demonstrate proficiency. All stakeholders at the parent conference will provide input towards developing next steps for student make progress. The Pre-Referral Intervention Manual is used to construct possible solutions.

***9. Coordination and integration of federal, state, and local services and programs.**

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the schoolwide plan.

9(a). List of state and local educational agency programs and other federal programs that will be included.

Response:

B.E.S.T. Academy coordinates and integrates a variety of Federal, State and Local services and programs including Title I and Extended School Day Program to provide resources to support instruction.

Examples of coordination include:

- Textbooks purchased with local funds
- Materials and supplies purchased with both local and Title I funds
- Reform model resources purchased with federal and local funds
- Local businesses provide tutors, incentives for students etc.

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9(b). Description of how resources from Title I and other sources will be used.

Response:

B.E.S.T. Academy HS will use its Title I funds to support student achievement in the core content areas. Funds are also used to pay for a Parent Liaison, parental involvement activities, teacher tutors, materials, supplies, postage for parent academic nights correspondence, computer software (Plato) and equipment, and transportation (APS buses/Marta cards) for students to attend tutorial sessions.

		for teachers, 1 parent liaison, professional and technical services, postage for communication to parents, professional development activities, bus transportation and Marta Breeze Cards for after-school and Saturday school tutorial
Local	General Funds	Materials, supplies, and technology equipment and progress monitoring tools.

9(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

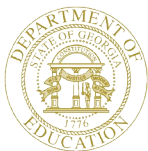
Response:

The plan is developed in coordination with the Carl Perkins Vocational and Applied Technology Act and is district directed. Students can choose between Business or Engineering, Science, and Technology career pathways. Members from both pathways participate in Professional Learning Communities and receive professional development offered to other content teachers that is relevant to his/her course. B.E.S.T. will continue to develop partnerships with local colleges and universities that will provide internship opportunities for the students such as:

- Youth Apprenticeship
- Work-based Learning

Additionally job shadowing through Career Pathways will be explored. Parent conferences detail support systems that the school provides and what B.E.S.T. Academy needs regarding parental engagement and involvement.

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10. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

All final report cards are mailed home (on district designated dates) to the parents. Parents are also mailed a list of upcoming community events with report cards. The school utilizes a calling post to let parents know when assessment data (GHS GT, EOCT and GHS WT) is distributed to students. Assessment data will be sent home within a week after the school receives the final assessment report. Test scores are mailed to parents. Parents can pick up test data at any PTSA meeting or guidance night. During the PTSA meetings, the principal presents all test results to parents. Parents are given a copy of the student score report and the principal explains how to interpret the scores. The principal explains which tests are required to pass for graduation purposes. The parents sign contracts indicating that they received the information and understand the graduation policies. The Highlights and Weekly Calendar sections on the school website will alert parents when student data has been sent from the school. In addition, a video/short audio explanation for interpreting the results will be available on the school website.

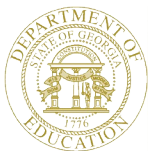
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

When the Georgia EOCT test results are returned from the Georgia State Department of Education they are reported and disaggregated for all students and for each sub-group within a school. After the school gets the results back, a Data Team meeting is held to communicate the results with the teachers. Teachers will be made aware of the state testing results for current and former students after communication to both student and parent has occurred. Teachers will determine based on state testing which specific domain of their subject area indicates a need for different or additional instruction based on content summaries provided by research, planning, and accountability. Last year's data should assist teachers in making informed decisions regarding which areas need more or different attention.

The school website, PTSA meetings, and parent meetings as well as the indoor marquee is used to communicate school data results to parents and community members. School CCRPI/data results are communicated in quarterly newsletters as well as the school website. The school's principal communicates school data results and CCRPI results with community members by sending emails and newsletters.

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12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

The outcome/summative assessment data utilized in development of this plan is derived from both state and national assessments that have been deemed reliable and valid. The assessment results are disaggregated at the State level based on the Student Information System. The principal and his designated team will also provide additional support to personnel responsible for ensuring the accuracy of the data. Furthermore, the system's Research, Planning, and Accountability department has provided the principal with a secure network to continuously monitor accurate data.

13. Provisions for public reporting of disaggregated data.

Response:

Disaggregated test data results will be reported through the management of our District Level Assessment Department, Local School Council, parent meetings, partnership meetings, newsletters, individualized student scores and website. Should the results be published in the Atlanta Journal Constitution or other newspaper, it will be under the direction of the district's Research Planning and Accountability department. We will post EOCT results on our website for public viewing. Through community meetings, partnership meetings, and by telling our story at other city, state, or nation-wide activities, we will inform the public about our current reality and vision. Assessment results are also available in the media center and the parent center.

14. The plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers under section 1117, determines that less time is needed to develop and implement the schoolwide program.

Response:

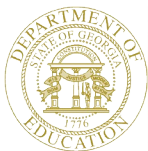
The School Achievement Plan has been developed during a one year period (2013-2014) and the plan will be revised on an annual basis. Refer to page 3.

15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).

Response:

Through the concerted effort of the committee members, this plan was developed. The entire staff and community of B.E.S.T. Academy High School will be expected to push forward the success of this plan. Parents, students (i.e. Student Government), and community partners also assisted in formulating the plan and will assist in carrying out the intended activities of this plan.

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NAME	POSITION/ROLE
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Mr. Robert Williams	Assistant Principal
Ms. Mona Nelson	Academy Leader
Mr. MacArthur Randolph	Graduation Coach
Dr. Knicki Bowers	Mathematics Teacher
Dr. Sakia T. Franklin-Jones	Science Teacher
Dr. Marc Venzen	Social Studies Teacher
Mrs. LaNett Stanley-Turner	Parent Liaison
Mrs. Lakishia Wimby-Jones	Parent
Mrs. Lashonda Allen	Parent
Mrs. Katherine Cook	Parent
Ms. Monica Daniel	Parent
Ms. Kwanna Stiggers	Parent
Mr. Kevin McBride	Parent
Mr. Marcus Strickland	Student
Mr. Kaleb Anderson	Student
Mr. Luqman Addul-Rahman	Academy Leader
Mr. Ray Singer	100 Black Men of Atlanta
Mr. Bernard Porche	100 Black Men of Atlanta

* Required component of SWP as set forth in section 1114 of ESEA



Georgia Department of Education
Title I Schoolwide/School Improvement Plan

16. Plan available to the LEA, parents, and the public.

Response:

The plan is available in the main office and in each leadership team's office if community stakeholders or other LEA agencies are interested in reviewing its entities. The plan will also be given to our Executive Director and the Office of Federal Programs for review and file at the district office. In addition, a summary of the plan is located on the school's website and in the parent center. The principal includes a brief summary of the plan in one of the first semester newsletters. It is our plan to announce to our parents and the community that the school is an operating a School-wide Title I Program at the 2013-2014 Open House and in the October newsletter. The plan will be shared with parents at the Annual Title Meeting. For public notice, the information will be displayed on the school's marquee during the initial months of the beginning of school.

17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:

At the current time English is the language of the significant percentage of parents at this school, but if in the future another language is the language of a significant percentage of the parents, the plan will be translated into that language. If portions of this plan need to be interpreted in another language for those parents whose primary language is not English, services are available here on campus, as well as at the World Languages Center on Thirkeld Avenue.

18. Plan is subject to the school improvement provisions of section 1116 of ESEA as amended by Georgia's ESES Flexibility Waiver.

Response:

In order to meet the needs of learners, cross-functional, collaborative teams will consistently work together to implement and assess the strategies of both the school wide plan and the school improvement plan. The school will comply with the school improvement provisions of section 1116.

* Required component of SWP as set forth in section 1114 of ESEA